

CROSSWALK: CA WORLD LANGUAGE CONTENT STANDARDS K-12 / ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING

- ACTFL 5 C's and California Content Standards are reflective of each other and contain many of the same elements.
- ACTFL 5 C's are for teacher planning; California Content Standards are for students (what they know and do and how they can be assessed).
- ACTFL 5 C's were developed several years before the CA Standards; California did not adopt the 5 C's, but wrote and adopted the California Standards in 2009 with impetus and support of CLTA. (CLTA initiated and supported SB5, Betty Karnett.)
- The California Standards were written by members of the professional community of world language educators.
- **Stage** refers to development of language and cultural proficiency; **Level** refers to year in a program .
- Individual students will probably be in different **Stages** for listening, speaking, reading, writing, and culture.
- A **Stage** must be continuously sustained for a student to be classified as being at that proficiency.

CALIFORNIA WORLD LANGUAGE CONTENT STANDARDS K-12	ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING: Preparing for the 21 st Century
<u>Content</u> information, recognize distinctive viewpoints, further knowledge of other disciplines <ul style="list-style-type: none"> • Stage 1 elements of daily life • Stage 2 topics related to self and the immediate environment • Stage 3 concrete and factual topics related to the immediate and external environment • Stage 4 complex, concrete, factual and abstract topics related to immediate and external environment 	<u>Connections</u> <ul style="list-style-type: none"> ○ Reinforce and further knowledge of other disciplines through the foreign language ○ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

<p><u>Communication</u> Use language to engage in oral, written, or signed conversations; interpret written, spoken or signed language; present to an audience of listeners, readers or ASL viewers. (Active verbs under <i>Functions</i> help in writing learning objectives.)</p> <ul style="list-style-type: none"> ○ <i>Stage 1 formulaic</i> (learned words, learned signs, learned phrases) <ul style="list-style-type: none"> ○ <i>Stage 1 Functions</i> <ul style="list-style-type: none"> ▪ List, name, identify, enumerate ▪ Identify learned words, signs, phrases in authentic texts ▪ Reproduce and present written, or signed product in culturally authentic way ○ Stage 2 created (sentences and strings of sentences) ○ <i>Stage 2 Functions</i> <ul style="list-style-type: none"> ▪ Initiate, participate in, and close a conversation; ask and answer questions ▪ Demonstrate understanding of general meaning, key ideas, some details in authentic texts ▪ Produce and present simple written, oral, or signed product in a culturally authentic way ○ Stage 3 planned (paragraphs and strings of paragraphs) ○ <i>Stage 3 Functions</i> <ul style="list-style-type: none"> ▪ Describe, narrate, explain, and state an opinion ▪ Demonstrate understanding of the main idea and key details in authentic texts ○ Stage 4 extended (coherent and cohesive multi-paragraph) ○ <i>Stage 4 Functions</i> <ul style="list-style-type: none"> ▪ Discuss, compare and contrast, support an opinion; persuade ▪ Demonstrate understanding of main ideas and most details in authentic texts ▪ Produce and present complex written, oral, or signed product in culturally authentic way 	<p><u>Communication</u></p> <ul style="list-style-type: none"> ○ Interpersonal (face-to-face, one-on-one or groups, internet, conversations, phone, text messaging, etc., exchanging information) ○ Interpretive (reading, viewing, taking in information) ○ Presentational (to an audience, little or no immediate exchange of information)
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<p><u>Cultures</u></p> <ul style="list-style-type: none"> • Stage 1 <ul style="list-style-type: none"> ○ Respond to rehearsed cultural situations ○ Associate products, practices, perspectives with target culture ○ Recognize similarities and differences in target cultures and between students' own cultures ○ Identify cultural borrowings • Stage 2 <ul style="list-style-type: none"> ○ Choose appropriate response to variety of situations ○ Demonstrate understanding of roles that products, practices, perspectives play in the culture ○ State similarities and differences in the target cultures and between students' own cultures ○ State reasons for cultural borrowings • Stage 3 <ul style="list-style-type: none"> ○ Determine appropriate responses to situations with complications ○ Use products, practices, and perspectives in culturally appropriate ways ○ Describe how products and practices change when cultures come in contact • Stage 4 <ul style="list-style-type: none"> ○ Improvise appropriate responses to unpredictable situations ○ Demonstrate culturally appropriate use of products, practices, and perspectives to others ○ Explain similarities and differences in target cultures and between students' own cultures ○ Explain changes in perspectives when cultures come in contact 	<p><u>Cultures</u></p> <ul style="list-style-type: none"> ○ Products (books, opera, recipes, music, furniture, folklore, type of clothing, etc.) ○ Practices (personal space, family organization, spiritual or community rituals, organization of meals, how and when clothing is worn, etc.) ○ Perspectives (beliefs, often subconscious through which other cultures and one's own culture are viewed) <p><u>Connections</u></p> <ul style="list-style-type: none"> ○ Reinforce and further knowledge of other disciplines through the foreign language ○ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures <p><u>Comparisons</u></p> <ul style="list-style-type: none"> ○ Nature of language through comparisons of the language studied on their own ○ Culture through comparisons of the culture studied and their own
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Strand F:

<u>Structures</u>	<u>Comparisons</u>
<ul style="list-style-type: none"> • Stage 1 <ul style="list-style-type: none"> ○ Use orthography, phonology, or ASL parameters to understand words, signs, and phrases in context ○ Use orthography, phonology, or ASL parameters to produce words or signs, and phrases in context ○ Identify similarities and differences in orthography, phonology, or ASL parameters of the languages the students know • Stage 2 <ul style="list-style-type: none"> ○ Use sentence-level elements (morphology or syntax or both) to understand concrete and factual topics ○ Use sentence-level to produce informal communications ○ Identify similarities and differences in sentence-level elements of the languages students know • Stage 3 <ul style="list-style-type: none"> ○ Use knowledge of text structure to understand topics related to the external environment ○ Use paragraph-level discourse to produce formal communications ○ Identify similarities and differences in the paragraph-level discourse of the languages the students know • Stage 4 <ul style="list-style-type: none"> ○ Use knowledge of extended discourse to understand abstract and academic topics ○ Use extended discourse to produce formal communications ○ Identify similarities and differences in the extended discourse of the languages the students know 	<ul style="list-style-type: none"> ○ Nature of language through comparisons of the language studied on their own ○ Culture through comparisons of the culture studied and their own

Strand F:

<u>Settings</u> <ul style="list-style-type: none">• Stage 1<ul style="list-style-type: none">○ Highly predictable daily setting○ Recognize age-appropriate cultural or language use outside the classroom• Stage 2<ul style="list-style-type: none">○ Interpersonal settings○ Participate in age-appropriate ...• Stage 3<ul style="list-style-type: none">○ Informal and some formal settings○ Initiate age-appropriate ...• Stage 4<ul style="list-style-type: none">○ Informal and formal settings○ Sustain age-appropriate ...	<u>Communities</u> <ul style="list-style-type: none">○ Language both within and beyond the school setting○ Life-long learning by using the language for personal enjoyment and enrichment
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NOTE: These are just some of the ways the two documents can be compared. The reader may see other connections that are useful in designing a lesson.